Idaho Early Learning Guidelines

2008

Idaho's Early Learning Guidelines:
An Introduction

Draft: October 2008

Welcome to Idaho's Early Learning Guidelines!

For all of you who raise, care for and teach young children, the *Idaho Early Learning Guidelines* are a resource that you can use to help guide children's development and learning. The *Idaho Early Learning Guidelines* will ultimately be produced in three distinct parts:

1. This core document, which outlines the broad purpose and function of the Guidelines, provides the detailed guidelines and strategies for early childhood development,

2. A series of collateral documents, designed to meet the needs of specific users including Parents, Child Care Givers, Child Care Educators, and more, in as efficient and meaningful manner as possible, and

3. An electronic resource, allowing any user to access the general to the most specific information available in that user's area of interest.

Adapted from the products of a number of states, national experts and professional organizations generated through the latest research in early childhood development, Idahoans revised and refined these Guidelines to meet the unique needs and concerns of children, parents and stakeholders in our state. We wish to specifically acknowledge the work of Washington State Core Interagency Team and Dr. Sharon Lynn Kagan and her team at Columbia University for providing foundation material for the *Idaho Early Learning Guidelines.*

We hope you will find this resource document and its collateral pieces useful, and that you will share it with others. The following sections outline the background, principles, and framework for the *Idaho Early Learning Guidelines*. This information will help you understand why the Guidelines were created and how they can be used.

The Early Learning Guidelines Collaboration Work Group

Table of Contents

Background

A child's earliest years, from birth to age five, are the most extraordinary period of growth and development in the child's lifetime. Infants begin life totally dependent on adults, and over time, develop into young children with abilities to walk, talk, write, express themselves, and communicate with the world around them. Human development is so amazingly complex during these years, that some have called this period the "magic years." While this rapid change once seemed mystifying, today we know much more about how children grow and develop.

Central to the growth and development of each child is the family – regardless of what that family structure looks like.   The term "parent" is used here to include birth parents, adoptive parents, foster parents, and other significant adults who serve as the primary caregiver to young children. In many Idaho communities, grandparents, aunts, and uncles play an integral role in raising children, and are included as a parent in this context. All learning takes place in the context of the child's relationships with their parents and environment.

Parents are not the only adult influence on children's development. Other adults contribute to children's growth. Parents receive support in their role as nurturers from many family and community members, friends, medical professionals, and teachers. While parents are primarily responsible for nurturing and educating children, there are many people and resources that are available to help support parents and their children during these critical early years.

Child And Family

Central to the growth and development of each child is the family.

Throughout Idaho, communities provide and seek to provide a variety of programs that serve young children and their parents. Children with learning challenges need resources to assist them; children with exceptional skills need resources to challenge them; and children who are developmentally delayed deserve resources to balance them. Fundamental to this support system is the recognition that each child develops individually, and each child offers uniquely individual characteristics to support and develop.

Community
Early Childhood Educators
Child Care Givers
Policy Makers

Child And Family
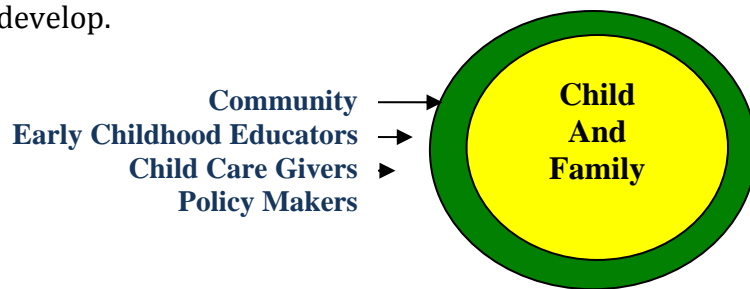
The variety of children's needs and development are complicated by the fact that more than half young children in Idaho spend at least part of the day in the care of someone other than their parents. With a set of Early Learning Guidelines to assist them, a shared understanding and consistency can be generated throughout a child's total environment.
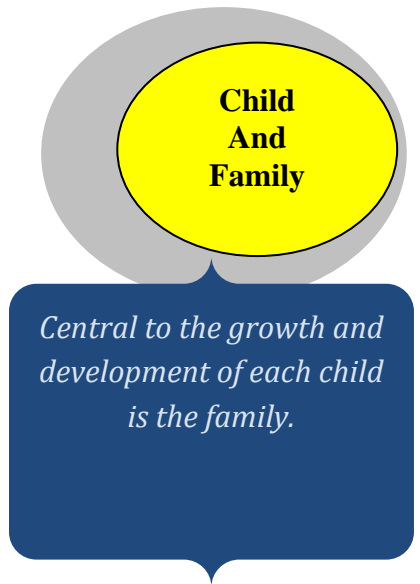
Introduction

Every child has unique characteristics, developing and learning in the context of their family, culture, and community. In this light, *Idaho's Early Learning Guidelines* acknowledge and embrace the diversity and variation that exists among all young children. Diversity includes, and is not limited to, socioeconomic, cultural, racial, linguistic, ethnic, gender, abilities, disabilities and regional variations.

> *Culture* is defined as the customary beliefs and patters of and for behavior, both explicit and implicit, which are passed on to future generations by the society they live in and/or by a social, religious, or ethnic group within it. Because culture is often discussed in the context of diversity or multiculturalism, people fail to recognize the powerful role that culture plays in influencing the development of all children.

The *Idaho Early Learning Guidelines* are not grounded in any single theoretical perspective or in any single cultural context; rather, they are based on scientific research from various theoretical perspectives, and are specifically intended to acknowledge and accommodate cultural differences. The Guidelines identify goals for young children's development that reflect the perspectives, values, and recommended practices of a diverse range of people, institutions, and communities throughout Idaho. The Guidelines emphasize that young children's learning is individual and multi-dimensional, because young children grow at an individual rate physically, socially, emotionally, linguistically, and cognitively all at the same time. All dimensions of learning are critical to healthy development and warrant our attention and our support.

In this light, culture warrants a specific discussion. Culture is defined as the customary beliefs and patterns of and for behavior, both explicit and implicit, which are passed on to future generations by the society they live in and/or by a social, religious, or ethnic group within it. Because culture is often discussed in the context of diversity or multiculturalism, people fail to recognize the powerful role that culture plays in influencing the development of all children. Every culture structures and interprets children's behavior and development [Edwards & Gandini 1989; Tobin, Wu, & Davidson 1989; Rogoff et al. 1993].

Parents are naturally part of the child's own cultural fabric. Effective teachers are familiar with the different cultures of the children they serve, especially those cultures that differ from their own. Recognizing that development and learning are influenced by social and cultural contexts sensitizes teachers to the need to acknowledge how their own cultural experience shapes their perspective and to realize that multiple perspectives, in addition to their own, must be considered in decisions about children's development and learning. Early childhood teachers need to understand the influence of sociocultural contexts on learning, recognize children's developing competence, and accept a variety of ways for children to express their

developmental achievements [Vygotsky 1978; Wertsch 1985; Forman, Minick, & Stone 1993; New 1993, 1994; Bowman & Stott 1994; Mallory & New 1994a; Phillips 1994; Bruner 1996; Wardle 1996].

Children are capable of learning to function in more than one cultural context simultaneously. Education can be an additive process and build on students' strengths. Likewise, children who speak only English benefit from learning another language and cultural traditions. The goal is that all children learn to function well in the society as a whole and move comfortably among groups of people who come from both similar and dissimilar backgrounds. Quality education not only prepares children to be members of their local communities, but also to be global citizens in an increasingly interconnected world.

The Guidelines are specifically intended to accommodate, support and build upon individual family characteristics and cultural heritage, and connect those with the best research and practice in early childhood education. In addition, efforts have been made to include the learning needs of children with developmental delays and disabilities, and children who have a home language other than English.

Children with special needs include those who are medically fragile, delayed in one or more developmental domains, have a known medical condition that may lead to a delay, and/or a disability. These guidelines may raise concerns about a child's development that would warrant a screening by a physician or early childhood educator.   If the screening shows concern the child will be referred for a developmental evaluation/assessment. In order for children with special needs to benefit from the Guidelines, a professional assessment is recommended to determine the child's strengths and needs and current level of functioning. The assessment will also provide guidance for adaptations to help each child reach their full potential. Embracing the right of every child to learn, grow and play with children their own age in community settings, these Guidelines endorse natural and least restrictive environments for all young children..

Scope

Children's development, especially at the early childhood level, must be considered within the context of the family. Along with the family, early childhood education and programs, the community, and policy makers share the responsibility for each child's (all children's) development. The *Idaho Early Learning Guidelines* underscore the importance of shared responsibility and shared accountability for development in terms of both learning opportunities and outcomes for children. This is best when done with an interdependent approach for all children to maximize opportunities for learning and development.

Purpose and Use

The Guidelines are a set of statements that reflect a common understanding about what young children should know and be able to do at different stages in their lives. They are designed to support the growth and development of young children from birth to the time they enter school, regardless of the setting (i.e., in their own homes, others' homes, in licensed child care, early intervention programs, Head Start, or in private, faith based, or public preschools). Idaho Early Learning Guidelines are intended to:

- **Empower** Idaho's families to enrich childhood.
- **Describe** typical milestones about the child's developmental process.
- **Inform and guide** adult practices in working with young children.
- **Develop** a common, research-based guide which clearly describes the development of young children from birth to five that reflects current research and evidence based practice.
- **Provide** social and emotional development and approaches to learning materials that supplement Idaho Content Standards for children K-3.
- **Integrate** Early Learning Guidelines as an essential component to the larger system of services, including quality initiatives, professional development, personnel preparation and curriculum for higher education, professional development, vocational education, and pre-service/high school.
- **Help** adults understand, nurture, support and teach young children during the critical years of birth to five.

The Guidelines are not:

- An exhaustive developmental checklist. They do not provide the full scope, a fine breakdown, or an exact sequence of developmental indicators. Strategies listed within are sample lists only, and are not comprehensive. The web-based version of the Idaho Early Learning Guidelines provides links to more specific resources for those who seek them.
- A curriculum, although they can be adapted by teachers to supplement many different curricula; or lay the groundwork for curriculum alignment.
- An evaluation tool to determine if children are functioning at specific ages.
- An assessment instrument to determine children's eligibility for various programs or services;
- An assessment tool that collects statewide information on the overall status of children in Idaho.
- A measuring stick against which programs or people will be evaluated.

The Guidelines are a base document – a resource designed to provide the foundational information for collateral products designed to serve parents, child care givers, and educators' different needs.

Idaho's Early Learning Guidelines are designed to assist parents', child care givers' and educators' in their quest to support and stimulate the best possible development for Idaho's children.   In order to do so, the product will be made available in a number of ways, including:

> *Parents, Child Care Givers and Early Childhood Educators all have important uses for Idaho's Early Learning Guidelines.*

1. The foundational resource document, which outlines the broad purpose and function of the Guidelines, and provides the detailed guidelines and strategies for early childhood development,

2. A series of collateral documents, designed to meet the needs of specific users including parents, child care givers, early childhood educators, and more, in as efficient and meaningful manner as possible, and

3. An electronic resource, allowing any user to access the general to the most specific information available in that user's area of interest.

In any of its formats according to user preference, the Guidelines can be used by:

- ☒ **Parents**—as a way to better understand what they can expect to see as their children develop and to better nurture and enhance their children's development and learning.
- ☒ **Parents**—as a resource for understanding and communicating about their children's development with caregivers.
- ☒ **Caregivers**—as a way to reinforce and support parents' wishes for their child's developmental supports and to design activities accordingly best practices and research- based criteria.
- ☒ **Educators**—as a framework for a learning continuum that will help support children's transition from one stage of development to the next.

The Guidelines can also be used as the basis for working with children with developmental disabilities, as well as to guide work for children with exceptional skills. The Guidelines can inform professional development, and help shape pre-service and in-service training.

Idaho Early Learning Guidelines are very specifically formatted. The Guidelines are divided into five developmental and learning "Domains" and important stages of development by age.

Domains include:

1. Approaches to Learning and Cognitive Development
2. Physical Well-Being, Health and Motor Development
3. Social and Emotional Development
4. General Knowledge,
5. Communication, Language and Literacy.

Age divisions are intended only to be a means by which to capture the discussion about development, but it is in no way intended to be absolute. The Guidelines are deliberate about the fact that development happens at different rates for different children, and those differences in development are to be acknowledged and accommodated. Age groups by domain are reflected in the chart below.

Domains	Ages*					
1. Approaches to Learning	0-8 months	6-18 months	16-38 months	36-60 months	60 months through Kindergarten	First, Second & Third Grade
2. Physical Well-Being, Health and Motor Development	0-8 months	6-18months	16-38 months	36-60 months	60 months through Kindergarten	⊗ K-12 standards apply
3. Social and Emotional Development	0-8 months	6-18 months	16-38 months	36-60 months	60 months through Kindergarten	First, Second & Third Grade
4. General Knowledge	0-8 months	6-18 months	16-38 months	36-60 months	60 months through Kindergarten	⊗ K-12 standards apply
5. Communication, Language and Literacy	0-8 months	6-18 months	16-38 months	36-60 months	60 months through Kindergarten	⊗ K-12 standards apply

*Kindergarten through Third Grade ages are addressed in two Domains: Approaches to Learning and Social and Emotional Development. These two Domains carry over into the older age group because existing learning standards for these ages focus only on academic disciplines. By including birth to age eight in these two Domains, the guidelines can help support cognition and brain development which typically occurs up to about third grade.

The Guidelines include an update and revision of existing standards for *the Idaho Early Learning Standards: Resource Guide* (2004) and will align with Head Start Standards and K-12 Standards at those junctures.

Within these Domains, and linked to the age range where such development typically occurs, the Guidelines provide parents and caregivers in their respective settings a list of typical milestones for children's development and learning as well as some strategies for helping children achieve them. Each Domain, divided by age, may also be divided by "Sub-Domain." For Each Domain or Sub-Domain, the Guidelines provide a broad "Goal Statement", and then will identify the typical "Developmental Task" within that age range that might be anticipated. "Indicators" describe what Parents and others might observe about the child's development respective to that task. "Strategies" are suggested as means by which Parents and Child Care Givers can stimulate that development. It is within the context of the Developmental Task, Indicators and Strategies that much variation will occur by each child, given the child's unique characteristics, culture and environment. It is also within these elements that accommodations can be made for children with developmental disabilities and those for whom English is a second language.

It is important to remember that Strategies are just suggestions; they are not absolute nor are they complete.

Guiding Principles

Idaho's Early Learning Guidelines are developed according to the following Guiding Principles (not prioritized):

Domain: Physical Development			
Sub-Domain: Physical Fitness **Goal: Children demonstrate the stamina and energy to participate in daily activities.**			
	0-8 months	**6-18 months**	**16-36 months**
Developmental Task	Gain strength for increased periods of physical activity as they age.	Sustain strength for increased periods of time as they age.	Sustains strength for increased periods of time as child ages.
Indicators	• Lift head, make facial expressions • Sustain physical activity* for increasing periods of time • Push up on elbows, then straightened elbows while on the tummy	• Initiate active play, exploring and interacting with environment • Run, climb, jump in place, crawl, squat and roll throughout the day	• Participate actively in games, outdoor play, and other forms of physical movement • Run spontaneously across the room or yard
Caregiver Strategies	• Provide child with several periods of unstructured movement every day • Regularly places young infant with tummy on the floor to strengthen muscles • Stimulate child with sound and facial expression to solicit response within child's ability	• Respond to child's cues that indicate the need for quiet or active time • Play with child and encourage movement and physical stamina	• Provide child with a minimum of 60 minutes of physical activity throughout each day. • Provide a safe and inviting play area that encourages movement, balance and climbing.

☒ **Children are active learners.**
Children learn through experiences and relationships with the people and objects in their world. Experience through play, shared knowledge, curiosity and sense of wonder are foundations for children's learning. [Children's sense of confidence and competence impact their interactions with ideas with others, and with how they view themselves as competent learners.] *(There is a suggestion to delete this last sentence.)*

> *Idaho's Early Learning Guidelines are grouped by Domains, which are divided by ages, and then described by Goals, Developmental Tasks, Indicators and*

☒ **Each child learns in unique ways.**
All children are learners with unique characteristics that influence learning. The rate of development and learning varies for individuals and is not the same for every child of the same age. Learning may be uneven or occur in spurts. The individual's learning is impacted by genetics, culture, environment and experiences, interests, motivation for and approaches to learning. Children are not passive recipients of knowledge. They learn through play, active involvement, engagement and exploration.

☒ **Learning is most meaningful when it is integrated across all areas of development.**
Children construct knowledge and integrate new ideas and concepts into their existing understandings. Their achievements in language and learning are influenced by the social and emotional aspects of their development. Communication influences mathematical and scientific understandings. There are no clear lines between the domains of development or areas of learning.

☒ **Learning is continuous and sequential.**
Children's understanding grows from simple to complex and from concrete to abstract. New knowledge is built on previous experience and understanding. Young children learn best in safe, content–rich environments with supportive adults. Programs and teachers base decisions and plans on accepted child development principles, research and best practices to support and enhance children's growth

☒ **Development and learning are rooted in culture and supported by the family.**
The child's language, knowledge, traditions, and family expectations are the primary influences on development. Learning is enriched by stable, nurturing relationships within the family and community.

⊠ **Parents understand how their children learn and develop to be successful.**
Early learning opportunities are best when children are healthy, well nourished, and safe. Engaged and healthy, happy children feel free to explore through listening, watching, smelling, touching and tasting. Early learning is the groundwork for learning from age five through the high school years and adult life-long education.

⊠ **Children are supported by the greater community.**
Children are regarded and respected as unique, competent individuals who have differing temperaments, learning styles, home environments, cultures and ways of understanding. Families' and children' health and well-being are community priorities. The community supports children's growth with high quality early learning and development programs.

⊠ **Children receive learning opportunities which support their unique needs in inclusive environments.**
Children with special needs are supported with opportunities to grow and learn in inclusive settings with typically developing peers while in child care, school and community activities.

Global Strategies

Throughout the pages of the Idaho Early Learning Guidelines, many strategies will be suggested as a possible way to support early childhood development by Domain. But in order to value all learning styles and to embrace children's rich diversity of predispositions, attitudes, habits, and cultural patterns, the following strategies are helpful for all children from birth to school entry throughout all Domains. These examples of strategies will help ensure that every child receives learning opportunities and experiences that support his/her unique needs:

1. Interact and play with children each day; supporting and encouraging their exploration.
2. Take time to learn about children's everyday experiences at home and in their community. Incorporate traditional (or long-standing) effective strategies used by children's home cultures to support learning and development.
3. Ensure that children are provided with caregivers who interact in consistent, caring ways, as much as possible.
4. Provide multiple ways of teaching and learning, involving all of the senses (sight, hearing, touch, smell, and taste).
5. Engage children in open-ended activities for learning, such as dramatic play, artistic creations, and sensory play; Allow children to return to activities to expand and elaborate their experiences.
6. Provide the same range of experiences to all children, even though their responses may differ and some children may need adaptations.

7. Use appropriate verbal, visual, and physical cues in interactions and activities.
8. Observe, recognize, and support children's unique ways of approaching new information and expressing themselves, taking into consideration their temperaments, inclinations, and attitudes.
9. Strive for an environment that respects all people and is free of bias.
10. Provide continued acknowledgements, in ways that reflect children's cultural beliefs and traditions, so all children feel valued; support a growing sense of competence.
11. Seek medical or developmental expertise if concerned about child's learning and development.
12. Provide adult supervision and guidance for children's health and safety.
13. Gain access to comprehensive health care (Medical Home) including preventive medical and dental check-ups, mental health, immunizations, and care for acute and chronic health problems.
14. Be aware of the risk factors and signs of child abuse and neglect and the responsibilities for reporting incidences.
15. Have access to nutritious foods and feeding strategies that promote children's optimal health and development.
16. Promote trust, security, and exploration through nurturing relationships, and safe, consistent and stimulating environments.
17. Help children learn to accept, understand, and manage their emotions.
18. Model and teach appropriate conflict resolution and problem-solving skills.
19. Build strong relationships with families in order to support children.
20. Incorporate teaching and learning strategies from children's cultural background (e.g., use culturally and linguistically appropriate song games, stories, changes, music, dance, movement and culturally specific knowledge in coordination with cognitive development.
21. If the child needs extra support, simplify complicated tasks by breaking them into smaller parts or reducing the number of steps.
22. Individualize experiences, activities, interactions and instruction to meet the needs of each child.
23. Immerse children in language and print-rich environments.

Domains, Subdomains, and Goals

Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition **Subdomain: Learning Approaches**	
Curiosity Motivation, Exploration, and Experimentation	**Goal 1.** Children are curious about and interested in learning new things, experimenting, and having new experiences.
Creativity and Inventiveness	**Goal 2.** Children are able to generate new ideas, approaches, and activities in daily routines.
Confidence and Initiative	**Goal 3.** Children are confident to initiate and complete activities using a variety of approaches.
Persistence and Attentiveness (Mastery, Motivation, and Concentration)	**Goal 4.** Children sustain attention to tasks and show willingness to persist in completing an activity even when faced with challenges and frustration. **Goal 5.** Children demonstrate an expanding ability to develop and carry out plans for intentional, goal-directed activities and show willingness to try increasingly complex tasks.
Reflection and Interpretation	**Goal 6.** Children show an expanding ability to change or adapt thought processes, such as applying information and concepts previously learned to new situations, using skills in new ways, and adapting thought processes in response to changing or surprising situations. **Goal 7.** Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world, and they find individual ways to make meaning of interactions and relationships.

Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition **Subdomain: Cognition and Cognitive Processes**	
Reasoning and Logic	**Goal 8.** Children demonstrate awareness of cause and effect relationships.
Concept Formation *Memory* *Imitation*	**Goal 9.** Children expand ability to recognize or recall people, events, and information excluding imitation, such as anticipating routines, activities that have been experienced previously, and object permanence. **Goal 10.** Children gain increasing ability to imitate behaviors that have been observed.
Reasoning and Logic: Problem Solving	**Goal 11.** Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error. **Goal 12.** Children expand abilities for conjecture, hypothesizing and guessing. Their ability expands to processing information, anticipating or predicting what might happen or what is likely to happen, and rendering an educated guess about something that is not necessarily a reflection of a pattern.
Reasoning and Logic: Critical and Analytic Thinking	**Goal 13.** Children compare, contrast, examine, and evaluate experiences, thought processes, tasks and events, building on prior knowledge.
Representational Thought and Play	**Goal 14.** Children participate in exploratory play. Play behaviors are directed at exploring objects or materials in the absence of pretend or make believe, including functional play, sensory play (sand/water), and physical exploration. **Goal 15.** Children participate in pretend or symbolic play. Children gain increasing ability to pretend or make-believe, such as taking on roles, pretending to have objects that are not present, and using objects as substitutes for real objects in play. Through symbolic play and maturation, children come to distinguish between fantasy and reality. **Goal 16.** Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing and play.

Domain 2: Physical Well-being, Health, and Motor Development Subdomain: Motor Development	
Gross Motor Skills: Balance, Movement, and Coordination	Goal 17. Children demonstrate strength and coordination of large motor muscles.
Fine Motor Skills: Prehension, Reaching, and Manipulation	Goal 18. Children demonstrate strength and coordination of small motor muscles.
Sensor Motor Skills	Goal 19. Children use their senses (sight, hearing, small, taste, and touch) to guide and integrate their interactions.

Domain 2: Physical Well-being, Health, and Motor Development Subdomain: Physical Development	
Physical Fitness	Goal 20. Children demonstrate the stamina and energy to participate in daily activities. Goal 21. Children engage in a variety of physical activities.

Domain 2: Physical Well-being, Health, and Motor Development Subdomain: Health and Personal Care	
Daily Living Skills	Goal 22. Children practice basic personal care routines. Goal 23. Children demonstrate personal health and hygiene skills.
Nutrition	Goal 24. Children eat a variety of nutritious foods.

Domain 2: Physical Well-being, Health, and Motor Development **Subdomain: Safety**	
Safe Practices	**Goal 25.** Children demonstrate knowledge about and avoid harmful objects and situations.
Rules and Regulations	**Goal 26.** Children demonstrate awareness and understanding of safety rules.

Domain 3: Social and Emotional Development **Subdomain: Social Development**	
Interactions with Adults	**Goal 27.** Children trust, interact with and seek assistance from adults.
Interactions with Peers	**Goal 28.** Children develop friendships with peers. **Goal 29.** Children demonstrate positive negotiation skills.
Pragmatic Behavior	**Goal 30.** Children demonstrate awareness of behavior and its effects **Goal 31.** Children participate positively in group activities. **Goal 32.** Children demonstrate empathy. **Goal 33.** Children develop a sense of humor.
Appreciating Diversity	**Goal 34.** Children adapt to diverse settings. **Goal 35.** Children recognize, appreciate, and respect similarities and differences in people.

Domain 3: Social and Emotional Development **Subdomain: Emotional Development**	
Self-concept	**Goal 36**. Children perceive themselves as unique individuals including awareness of their abilities, characteristics, and preferences.
Self-efficacy	**Goal 37.** Children demonstrate belief in their abilities.
Self-control	**Goal 38.** Children regulate their feelings and impulses.

Domain 4: General Knowledge **Subdomain: Mathematics and Numeracy**	
Number Sense and Operations	**Goal 39.** Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.
Measurement	**Goal 40.** Children demonstrate understanding of measureable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, and length area and time)
Properties of Ordering	**Goal 41.** Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.

Domain 4: General Knowledge **Subdomain: Science**	
Scientific Inquiry	**Goal 42**. Children observe, describe and collect information by exploring the world around them.
Scientific Inquiry: Thinking, Asking, Acting, and Problem Solving	**Goal 43.** Children further engage in exploring and making sense of the natural world by asking questions and making predictions concerning cause and effect relations that lead to generalizations.

Domain 4: General Knowledge Subdomain: Social Studies	
	Goal 44. Children differentiate between people, places, activities, and events that happen in the past and present in relation to self and group identity to make sense of their community and how they and others function and belong to it. **Goal 45.** Children demonstrate awareness and understanding of individual and group rights and responsibilities (democratic ideals) needed for full membership and participation in social group activities (successful citizenship).

Domain 4: General Knowledge Subdomain: Creative Arts	
Expression and Representation	**Goal 46.** Children use creative arts to express and represent what they know, think, believe, or feel.
Understanding and Appreciation	**Goal 47.** Children demonstrate understanding and appreciation of creative arts.

Domain 5: Communication, Language, and Literacy Subdomain: Communication	
Listening	**Goal 48.** Children demonstrate the meaning of language by listening.
Oral Communication	**Goal 49.** Children communicate effectively.
Conventions of Social Communication	**Goal 50.** Children comprehend and use conventions of social communication.

Domain 5: Communication, Language, and Literacy **Subdomain: Language**	
Vocabulary	**Goal 51.** Children use receptive vocabulary. **Goal 52.** Children use expressive vocabulary.
Grammar and Syntax	**Goal 53.** Children demonstrate progression in grammar and syntax.
Comprehension	**Goal 54.** Children demonstrate comprehension in meaning in language.
Expressive/Oral Language	**Goal 55.** Children use language for a variety of purposes.

Domain 5: Communication, Language, and Literacy **Subdomain: Literacy**	
Reading	**Goal 56.** Children develop phonological awareness. **Goal 57.** Children demonstrate awareness of letters and symbols. **Goal 58**. Children demonstrate awareness of print concepts. **Goal 59.** Children demonstrate comprehension of printed materials and oral stories. **Goal 60.** Children demonstrate awareness that written materials can be used for a variety of purposes.
Writing	**Goal 61.** Children demonstrate and use knowledge of letters and symbols. **Goal 62**. Children use writing skills and demonstrate knowledge of writing conventions. **Goal 63.** Children use writing for a variety of purposes.

Domain 5: Communication, Language, and Literacy
Subdomain: English Language Learners

Dual Language Acquisition	Goal 64. Children demonstrate competency in home language while acquiring beginning proficiency in English.